Extended Learning & Integrated Student Supports (ELISS)
Application Addendum

Technical Assistance Webinar
June 2, 2020

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Housekeeping

- How to ask questions
- Key dates
- Where to find Addendum
- Presentation slides

Legislation Context

- ELISS Competitive Grant Program initially included in the State Budget Bill HB966 but this legislation was never passed

- House Bill 1043: "2020 Covid-19 Recovery Act"
  - $5 million to the ELISS Competitive Grant Program
  - Denotes the 2019-2020 and 2020-2021 fiscal years since the funds are available from March 1, 2020 through December 30, 2020
  - Funds must be expended in response to the COVID-19 pandemic

Eligibility to Submit Application Addendum

- Only open to 47 organizations who had previously submitted an ELISS grant proposal by initial deadline of October 15th, 2019

- Cannot be receiving a Cohort 14 21st CCLC grant for the same program proposal (must be differentiated) or a current Cohort 13 for the same type of program.

- Any organization who has an open Office of State Auditor investigation will be ineligible.

Adjusted Funding Requests

- Initial Program Proposals were for two full years of programming

- Organizations must submit requests in a range of 25%-40% of one year of programming

- All organizations who submit a completed Addendum will receive a minimum of 25% of initial request

- Funds are only available until December 30, 2020 but can be utilized for reimbursement of related program expenses back to March 1, 2020

Nonprofit Organization Name:	
Organization Code:	
Time Period:	**March 1st through December 30th, 2020**
Chief Executive Name:	
Chief Executive Email Address:	
Chief Executive Phone Number:	
County:	
Program Type:	☐ **Extended Learning** ☐ **Integrated Student Supports** ☐ **Both**
Original Grant Amount Requested:	
Adjusted Grant Amount Requested: (25%-40% Range from Original Amount)	

Withdrawing Submitted Applications

☐ **Our Nonprofit Organization has decided to withdraw the previously submitted application for ELISS competitive grant funds due to (*please check all that apply*):**

☐ limited time constraint for program implementation,

☐ change in purpose of funds as defined by the 2020 COVID-19 Recovery Act,

☐ operational or staffing capacity limitations due to the Covid-19 pandemic, and/or

☐ being awarded the 21st Century Community Learning Centers Competitive Grant for the same proposed program.

If your organization is withdrawing your previously submitted application, please skip to the end to sign the document and upload the file into the Optional Documents Section of CCIP.

Assurances

If your organization plans to complete this application addendum to be eligible for the ELISS Competitive Grant funds as revised by the 2020 COVID-19 Recovery Act, please check each box below assuring that the above-named Nonprofit Organization will:

- Read each assurance with care to ensure your organization can attest that it will be upheld

- Legislation requires a Final Report (on the ELISS program) submitted to to Joint Legislative Education Committee in February 2021

- Additionally, OSBM must report to Joint Legislative Commission on Governmental Operations and Fiscal Research Division by March 1, 2021 detailing use of funds allocated under this law

Assurances Are Required

☐ Maintain records to demonstrate that the program serves one or more of the following groups: 1) at-risk students not performing at grade level as demonstrated by statewide assessments or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification, 2) students at-risk of dropout, and 3) students at-risk of school displacement due to suspension or expulsion as a result of anti-social behaviors.

☐ Implement the proposed Extended Learning and Integrated Student Support program for at-risk students whose learning has been negatively affected by COVID-19 impacts.

☐ Use funds solely for the purposes set forth in this grant program as approved in the application addendum.

☐ Ensure the proposed Extended Learning and Integrated Student Support program is distinguishable from any 21st Century Community Learning Center program that is run concurrently to ensure funds do not overlap or supplant services.

☐ Implement a program in a safe and easily accessible facility.

☐ Maintain records to demonstrate that grants shall be matched on the basis of three dollars ($3.00) in grant funds for every one dollar ($1.00) in non-grant funds.

☐ Ensure that matching funds shall not include other State funds.

If your organization does not check ALL assurances, then your ELISS Application Addendum will not be reviewed

☐ Report to the North Carolina Department of Public Instruction for the year in which grant funds were expended on the progress of the program, including alignment with State academic standards, data collection for reporting student progress, the source and amount of matching funds, and other measures.

☐ Grant recipients shall also submit a final report on key performance data, including statewide test results, attendance rates, graduation rates, and promotion rates, and financial sustainability of the program.

☐ Use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for state funds allotted to the organization.

☐ Be responsible for repayment of Extended Learning and Integrated Student Supports Competitive Grant Program funds in the event of an audit exception or compliance issue.

☐ Conduct operations in compliance with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination Act of1975, and Title IX of the Education Amendments of 1972, if applicable.

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Program Type

Extended Learning

- For the purpose of the ELISS grant, extended learning is defined as services and activities that are offered to at-risk students in times outside of the traditional school day. Extended learning may include ELISS programs offered before school, after school, Saturday, summers, and intercessions.

Integrated Student Supports

According to research conducted by Child Trends in 2014, integrated student supports are a school-based approach to supporting students' academic success by developing or acquiring and coordinating supports that target academic and non-academic barriers to achievement.

Who is served?

Programs must serve one or more of the following student groups:

At-risk students not performing at grade level as demonstrated by statewide assessments, or not on-track to meet year-end expectations as of March 16, 2020, as demonstrated by existing indicators, including teacher identification, and/or
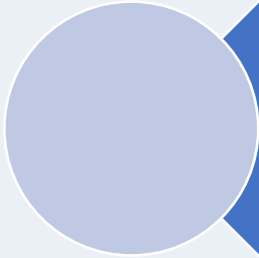
Students at risk of dropout, and/or

Students at risk of school displacement due to suspension or expulsion as a result of anti-social behaviors.

Funding Priorities

- The intent of this legislation is for organizations to <u>focus</u> services and programs for at-risk students in schools that are identified as low-performing, pursuant to G.S. 115C-105.37.

- [State low-performing schools – 2018-2019 list: https://files.nc.gov/dpi/lowperf2019_final.xlsx](https://files.nc.gov/dpi/lowperf2019_final.xlsx)

- If changes need to be made concerning Proposed Feeder Schools, *please update the ELISS Proposed Feeder Schools & Low Performing Status Required Document*

EL&ISS Proposed Feeder School & Low-Performing Status [Upload 1 document(s)]	📑 EL&ISS Proposed Feeder Schools & Low-Performing Status

Part A: Articulation of Program Approach

DIRECTIONS: *To ensure that the nonprofit organization's plan for the use of ELISS funds as part of the 2020 Covid-19 Recovery Act is data-based and is reflective of needs that have emerged as a result of COVID-19, please provide answers to each section below:*

PART A: Articulation of Program Approach

In the space below provide a concise description of the proposed program including its key components, the program mission and vision, clearly frames the intent of the proposed project, and describes how the proposed project will meet the needs of the targeted population.

Part A: Articulation of Program Model

- Describe how the program mission and vision frame the intent of the proposed project.

- Describe the program model, its key components, and alignment to the needs of the targeted population.

Part B: Collaborative Focus on At-Risk Students

PART B: Collaborative Focus on At-Risk Students being served in response to the COVID-19 pandemic.

In the space below describe: a) the types of at-risk students and schools (including low-performing) and district(s) to be served; b) the gaps collaborating school(s) and district(s) have in meeting the needs of targeted at-risk students due to COVID-19; c) respective roles and responsibilities with proposed partnering school principal(s); and d) how the proposed program model is likely to benefit the specific low-performing school partner(s) and targeted at-risk students as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19.

Part B: Collaborative Focus on At-Risk Students

- Describe the types of at-risk students and schools (including low-performing) and district(s) to be served;

- Describe the gaps collaborating school(s) and district(s) have in meeting the needs of targeted at-risk students due to COVID-19;

- Describe the respective roles and responsibilities with proposed partnering school principal(s); and

- Describe how the proposed program model is likely to benefit the specific low-performing school partner(s) and targeted at-risk students as a result of the disruption in educational services and subsequent shift to remote learning due to COVID-19.

Part C: Funded Strategies

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In the space below, please check any implementation features below the nonprofit organization plans to fund utilizing 2020 COVID-19 Recovery Act funds to raise standards for student academic outcomes.

☐ Prioritize integration of clear academic content, in particular STEM learning opportunities or reading development and proficiency instruction.

☐ Align activities with State performance measures, student academic goals, and/or the North Carolina Standard Course of Study.

☐ Minimize student class size when providing instruction, instructional supports, or interventions.

☐ Deploy multiple tiered supports in a school setting to address student barriers to achievement such as strategies to improve chronic absenteeism, anti-social behaviors, academic growth and enhancement of parent and family engagement.

☐ Expand student access to high quality learning activities and academic support that strengthens student engagement.

Part C: Funded Strategies

☐ Leverage community-based resources which may include mentoring or private-sector employer involvement.

☐ Use digital content or resources to expand learning time.

☐ Coordinate coronavirus response efforts between the nonprofit organization and local school administrative units.

☐ Provide training or Professional Development for staff on sanitation and minimizing the spread of infectious diseases.

☐ Purchase sanitation supplies.

☐ Provide supports to at-risk students during long-term public-school closures such as providing meals to eligible students, distributing educational technology, and offering virtual online learning activities/supports.

☐ Provide mental health services and support.

☐ Other:

Part D: Evaluation Capacity

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In the space below, describe a) the key student outcomes and associated performance measures for which student data will be collected, analyzed, and reported on, and assurances that the organization has access to the data described; b) the organizational plan for collecting participation and outcome data on students served; and c) organizational capacity (internal or external) to completing a required end-of-grant evaluation report on the effectiveness of the program, including pre and post data for participating students.

Part D: Evaluation Capacity

- Describe the key **student outcomes** and associated **performance measures** for which student data will be collected, analyzed, and reported on.

and

- Describe the assurances that the organization has **access** to the data described.

Part D: Evaluation Capacity

- Describe the organizational **plan** for collecting participation and outcome data on students served.

Type/Name of measure	Description of measure	How will data be collected?	When will data be collected?	How will data be analyzed or reported?
1.				
2.				
3.				

Part D: Evaluation Capacity

- Describe the **organizational capacity** (internal or external) to completing a required end-of-grant evaluation report on the effectiveness of the program, including pre and post data for participating students

Part E: Budget Narrative & Alignment

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In the space below, identify the number of at-risk students to be served and provide cost per student estimates as adjusted for receipt of 25-40% of previously requested funds due to the limited time constraints imposed by the 2020 COVID-19 Recovery Act for expenditures from March 1, 2020 through December 30, 2020. Describe: a) how costs align to the proposed program components, including necessity and reasonableness of costs; and b) any cost-sharing or resource-sharing arrangements between partnering districts/schools and applicant organization that indicate strong district/school commitment to the proposed program.

Part E: Budget Narrative & Alignment

- Identify the number of at-risk students to be served and provide cost per student estimates as adjusted for receipt of 25-40% of previously requested funds due to the limited time constraints imposed by the 2020 COVID-19 Recovery Act for expenditures from March 1, 2020 through December 30, 2020.

- Describe how costs align to the proposed program components, including necessity and reasonableness of costs

- Describe any cost-sharing or resource-sharing arrangements between partnering districts/schools and applicant organization that indicate strong district/school commitment to the proposed program.
  - Legislation REQUIRES a MATCH of $1.00 in nongrant funds to every $3.00 in grant funds
  - Up to 50% of the required match can be from documented IN-KIND Contributions
  - The remaining required match cannot come from other State funds and must be documented and certified to NCDPI

Submission in CCIP;
5:00PM EDT June 12, 2020

Name of the Nonprofit Organization Authorized Representative:

Signature of the Nonprofit Organization Authorized Representative:

_____ Date: _____

Required Documents		
Type	**Document Template**	**Document/Link**
EL&ISS Basic Organization Information [Upload 1 document(s)]	📋 EL&ISS Basic Program Information	📋 ELISSBasicProgramInfo_CharlotteCSA
EL&ISS Statement of Assurances [Upload 1 document(s)]	📋 EL&ISS Statement of Assurances	📋 ELISSStatementofAssurances_CharlotteCSA
EL&ISS Budget Worksheet & Total Cost Certification Form [Upload 1 document(s)]	📋 EL&ISS Budget Worksheet & Total Cost Certification	📋 CharlotteCSA_ELISSBudgetWorksheet
EL&ISS Data Integrity and Confidentiality Certification [Upload at least 1 document(s)]	📋 EL&ISS Data Integrity and Confidentiality Certification	📋 ELISSDataIntegrity&ConfidentialityCertification_CharlotteCSA
Debarment Certification [Upload 1 document(s)]	📋 EL&ISS Debarment Certification	📋 ELISSDebarmentCertification_CharlotteCSA
EL&ISS Articles of Inc. & Registered Agent (Template not provided) [Upload 1 document(s)]	N/A	📋 Articles of Inc & DBA
EL&ISS Proposed Feeder School & Low-Performing Status [Upload 1 document(s)]	📋 EL&ISS Proposed Feeder Schools & Low-Performing Status	📋 CharlotteCSA_ELISSProposedFeederSchoolsLow-Performing
EL&ISS Logic Model (Template not provided) - Pell Institute link provided in Guidance Documentation [Upload 1 document(s)]	N/A	📋 Smart_Logic_Model
EL&ISS Application Addendum [Upload 1 document(s)]	📋 EL&ISS Application Addendum	

Basic Organization Information Document and Proposed Feeder Schools Document only need to be resubmitted if changes in leadership, sites, or schools served have changed due to COVID-19

ELISS – COVID-19 Addendum Review Process

Level I
Team of Internal and External Reviewers review addendums using Technical Checklist and Quality Review Rubric

Level II
Quality rating assigned to each application through full review team consensus process

Level III
NCDPI recommends to SBE grantees for funding and award amount approval

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Key Dates…

- **June 12, 2020 5:00PM EDT**- Addendums must be uploaded into Required Documents Section in CCIP

- **June 30, 2020-** Level I/II Review; Addendums are scored

- **August 6, 2020**– State Board of Education Meeting (Level III Review)

- **August 10, 2020** – Grantees Notified of State Board Approval

- **Mid-August, 2020-** Additional TA Webinar to onboard grantees including procedure to submit official budgets and gain access to ERaCA system

- **September, October, November, December-** Monthly TA Webinars

- **Mid-December 2020** – Evaluation Report Due to NCDPI

- **December 30, 2020-** Unspent grant funds revert back to State

Contact information

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